

Video Activity Packet
for
Grades K - 3 and 4 - 6

Presented by

California Department of Water Resources

Public Affairs Office

"The Water Cycle"

Video Activity Packet Contents

- **Preactivity for All Grades**

- Teacher Instructions
- 6 labels for Prior Knowledge Inventory Chart (6 sheets, each 8 1/2" x 14", single-sided).

- **Post Viewing Activity for Grades K-3**

- Teacher Instructions
- Student booklet pages (2 sheets, each 8 1/2" x 11", double-sided).

- **Post Viewing Activity for Grades 4-6**

- Teacher Instructions
- Student mini book (1 sheet, 8 1/2" x 14", single-sided).

- **Evaluation Forms**

- Viewer Evaluation
- Activity Evaluation

Preactivity Teacher Instructions

Prior Knowledge Inventory

"KWL" - Know - Want to Know - Learned
for "The Water Cycle" Video

MATERIALS:

- The 6 labels (provided in packet)
- Butcher paper
- Pen
- Glue stick

PREPARATION:

- Copy 6 labels (keep originals for future use)
- Teacher prepares "KWL" Chart using butcher paper, glue and labels as shown:

Column #1

Column #2

Column #3

Row #1

Row #2

What We Know About The Water Cycle	What We Want To Know About the Water Cycle	What We Learned About The Water Cycle
What We Know About How Water Gets To Us	What We Want To Know About How Water Gets To Us	What We Learned About How Water Gets To Us

PROCEDURES:

STEP 1

- Teacher elicits responses from students on Row #1 (columns 1 & 2):
 1. What they think they know about the water cycle. Teacher records responses.
 2. What more they'd like to know about the water cycle. Teacher records responses.

STEP 2

- Teacher elicits responses from students on Row #2 (columns 1 & 2):
 1. What they think they know about how water gets to us ready to use.
Teacher records responses.
 2. What more they'd like to know about how water gets to us ready to use.
Teacher records responses.

STEP 3

- TEACHER SHOWS VIDEO

STEP 4

- The final column #3 (rows #1 + #2) will be completed **after** students complete the Post Viewing Activities.

What We Know About The Water Cycle

What We Want to Know
About The Water Cycle

What We Learned About The Water Cycle

What We Know
About How Water
Gets To Us

What We Want to
Know About How
Water Gets To Us

What We Learned
About How Water
Gets To Us

Post Viewing Activity - Teacher Instructions

"The Water Cycle" grades K-3

NOTE

Do the first part of the (KWL) prior knowledge inventory before showing the video. Show entire video in one sitting.

MATERIALS

One copy of booklet per student (2 double-sided 8.5 by 11 inch pages). Crayons or markers. Page 8 Build a water cycle cup – materials needed: cup, water, plastic wrap, rubber band.

BOOKLET PROCEDURES

1. Fold copies in half (width-wise) creating a 5.5 by 8.5 inch rectangular booklet. Be sure the pages are in numbered order.
2. Have students color booklet cover and write name on the line.
3. Show the video a second time and pause after each video experiment to allow students time to record what they saw in their booklets.
4. After viewing experiment #1 have students complete page 2 in the booklet.
5. After viewing experiment #2 have students complete page 3 in the booklet.
6. Have students complete pages 4 and 5 (draw the water cycle) before viewing experiment #3.
7. After viewing experiment #3 have students complete page 6.
8. On page 7 have students illustrate four ways that they use water and complete a sentence for each use.
9. Students will build a water cycle cup. Follow steps 1-4 on page 8. Place the cup in the sun and observe it to see the stages of the water cycle. Have students record observations. It should take about 10-15 minutes for evaporation and condensation to occur.
Note: On a cloudy or cool day put hot water into the cup to promote evaporation.

CLOSURE

1. Have students share what they wrote on the pages of their booklets.
2. Have the class complete the final column 3 of the KWL inventory chart.

ANSWER KEY FOR BOOKLET:

- pg. 2 Water is stored in rock layers
- pg. 3 This is how the water cycle works.
- pg. 4&5 Evaporation from the water source (ocean), condensation in clouds, precipitation in the form of rain or snow, and accumulation (label lake or ocean).
- pg. 6 Water is filtered and cleaned before we drink it.
- pg. 7 Answers will vary.
- pg. 8 Water cycle cups will show condensation, precipitation (drops), and accumulation.

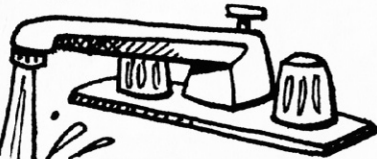
MAKE A WATER CYCLE

You will need:



a cup

water



plastic wrap



a rubber band



DRAW

what happened

To Do:

1. Pour a small amount of water into the cup.
2. Cover the cup with plastic wrap.
3. Put a rubber band over the top to hold the plastic wrap.
4. Put outside in the sun.



NAME _____

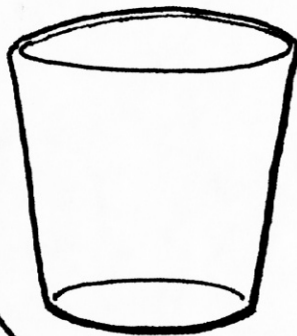
EXPERIMENT 1

DRAW WHAT YOU

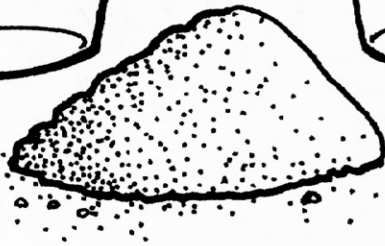
👁️ SAW 👁️



with
sand.



with
sand and
water



Water is stored in
_____ layers in
the earth.



2

DRAW PICTURES OF
WAYS YOU USE WATER

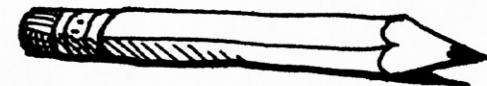
I use water

I use water



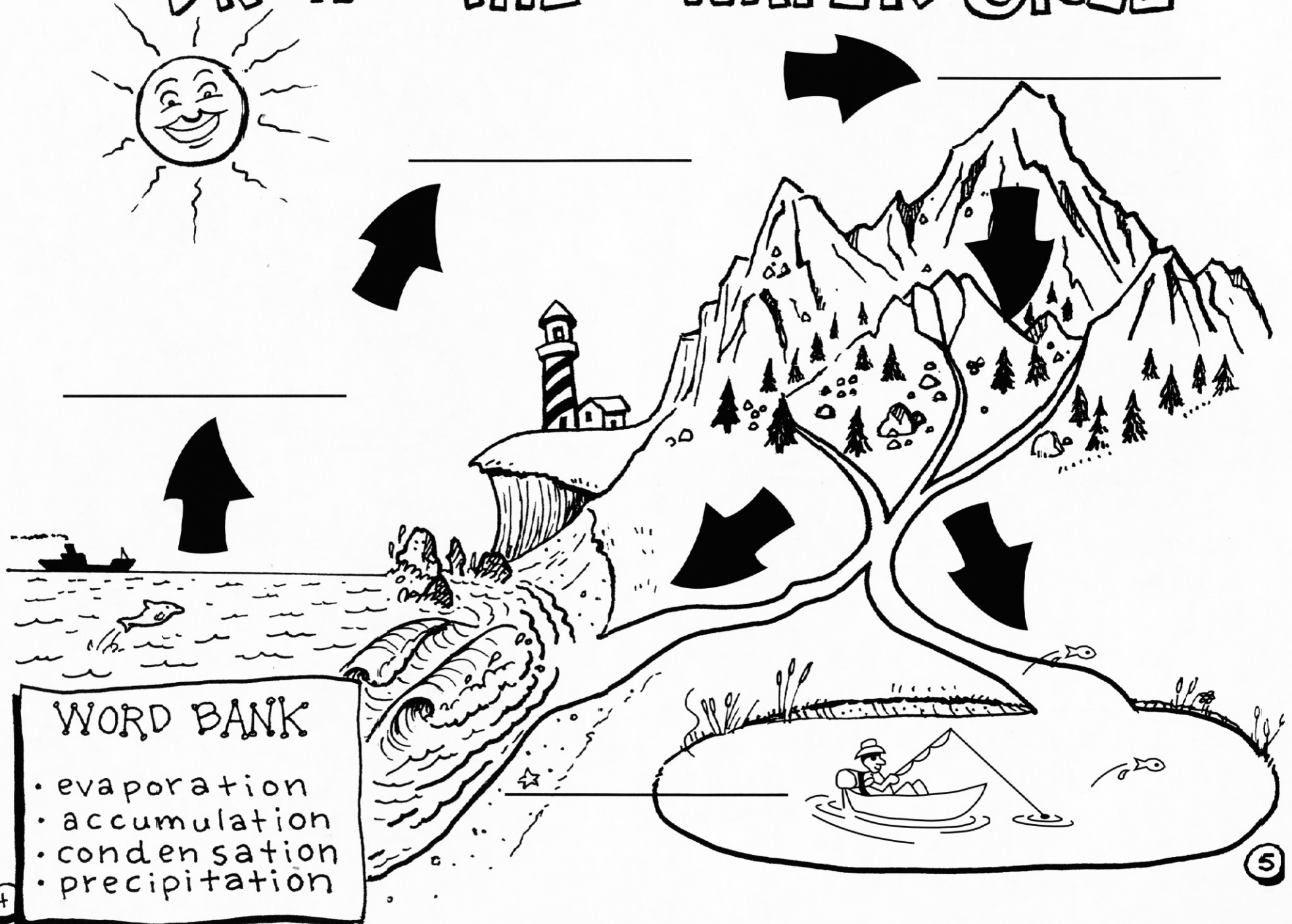
I use water

I use water



7

DRAW THE WATER CYCLE



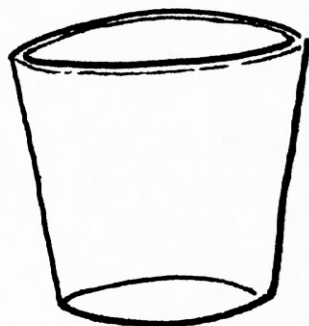
WORD BANK

- evaporation
- accumulation
- condensation
- precipitation

EXPERIMENT 3

DRAW WHAT YOU

👁️ 👁️ SAW 👁️ 👁️



before the
water is
filtered



after the
water is
filtered

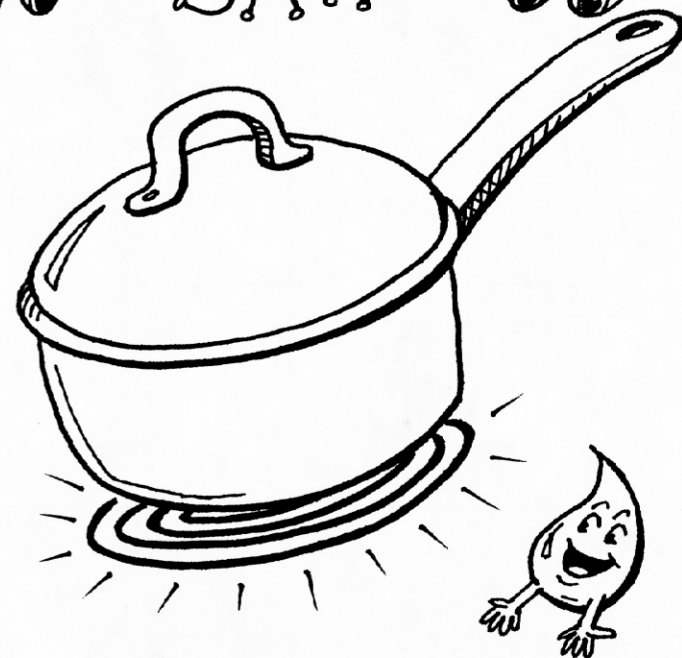
_____ is filtered
and cleaned before
we drink it.



EXPERIMENT 2

DRAW WHAT YOU

👁️ 👁️ SAW 👁️ 👁️



This is how the
_____ works.



Post Viewing Activity - Teacher Instructions

"The Water Cycle" grades 4-6

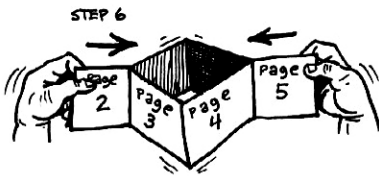
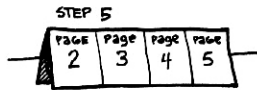
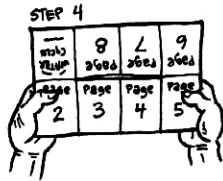
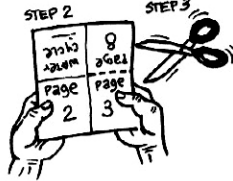
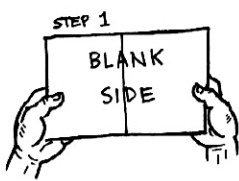
NOTE

Do the first part of the (KWL) prior knowledge inventory before showing the video.

MATERIALS

Mini book master, scissors, crayons or markers, pencil.

MINI BOOK PREPARATION



1. Copy the mini book master on 8.5 by 14 inch copy paper (1 per student).
2. Fold the mini book in half width wise (this will resemble a square).
3. Cut along the dotted line through both layers of the paper. You will only cut half way into the middle of the square.
4. Open the paper to full size and fold in half length-wise with the printing on the outside.
5. Stand the paper upright on the desk (like a tent) with the open edge at the bottom and pages 2, 3, 4 & 5 facing you.
6. Grab the outside edges of the paper and push gently towards the center creating a 4 sheet booklet.
7. Fold together so that the number of pages are in order, and the cover is at the front of the book.

MINI BOOK PROCEDURES

Show the video completely in one sitting. Reshow video pausing after each experiment to allow students time to complete mini book exercises.

Page 1. Students color the cover and write name on the line.

Page 2. Students draw and label the illustration to show groundwater, aquifer, and percolation.

Page 3. Students will fill in blank A with the word evaporation and blank B with the word condensation.

Page 4. Students will write what they know about the water cycle.

- Page 5.** Students draw an illustration of the water cycle using words from the word bank.
- Page 6.** Students color the cups in the book to show the appearance of the water before and after filtering. They answer the question about unsafe water. Ans.
- "The water contains microorganisms that make you sick".
- Page 7.** Students sequence the stages of water treatment.
Ans. 4
1 5
2 3
- Page 8.** The students write what they know about how we get water ready for use.

CLOSURE

1. Have the students exchange mini books with a partner, read them to detect any errors, and return them to the owners for revision.
2. Teacher collects the mini books and evaluates them.
3. Have the class complete the final column 3 of the KWL inventory chart.

NAME _____



EXPERIMENT #1



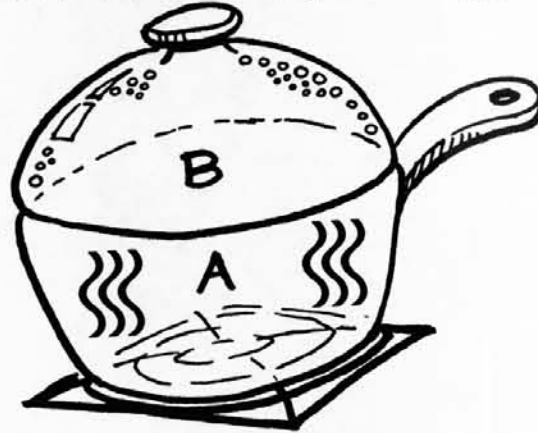
- groundwater
- aquifer
- percolation

(2)

8

What I now know about how we get our water ready to use.

EXPERIMENT #2



A is _____

B is _____

(3)

<p>7</p> <p>filtration</p>	<p>coagulation</p>
<p>piped to homes</p>	<p>chlorine</p>
<p>purification (chlorine added again)</p>	<p>Sequence the water treatment steps....</p>

What I now know about the water cycle.



(4)

Why is filtered water still unsafe to drink?

EXPERIMENT #3

DRAW THE WATER CYCLE



accumulation
condensation
precipitation
evaporation

(5)

Viewer Evaluation Form

for "The Water Cycle" Video

To assist the California Department of Water Resources Office of Water Education in future programming, your comments on the video you have just received would be greatly appreciated. Please complete this short evaluation form and fax to Department of Water Resources at (916) 653-4684, attn. Carolyn Tucker or you can mail it to Department of Water Resources, P.O. Box 942836, Sacramento, CA 94236-0001, attn. Carolyn Tucker. Thanks for your help.

About the video: (Please circle your answers)

Grade level specified on video: a. K-3 b. 4-6

Was the video: a. Appropriate for grade level specified b. Not appropriate

Do you think the video was: a. Too long b. Too short c. About right

Was the video: a. Easy to understand b. Hard to understand c. About right

Did the video have: a. Too much information b. Too little information c. About right

On a scale on one to five:

Was the video: Boring 1 2 3 4 5 Interesting

Did students: Learn very little 1 2 3 4 5 Learn a lot

Was the information: Confusing 1 2 3 4 5 Explained Well

Were the graphics: Unclear 1 2 3 4 5 Clear

Were there: Too few graphics 1 2 3 4 5 Enough graphics

How well did the video fit into Curriculum requirements Bad Fit 1 2 3 4 5 Good Fit

What did you like about the video and any other comments: _____

NAME _____ SCHOOL _____ GRADE LEVEL _____

ADDRESS _____ CITY _____ STATE _____ ZIP _____

PHONE NUMBER _____

FOLD HERE

Department of Water Resources

Public Affairs Office

1416 Ninth St. Room 150-4

Sacramento, CA 95814

Attn: Carolyn Tucker

Activity Evaluation Form

for "The Water Cycle"

In order to better serve California schools we need your feedback on the activity sheets that accompany this video. Please complete this short evaluation form and fax to Department of Water Resources at (916) 653-4684, attn. Carolyn Tucker or you can mail it to Department of Water Resources, P.O. Box 942836, Sacramento, CA 94236-0001, attn. Carolyn Tucker. Thanks for your help.

NAME _____ SCHOOL _____

ADDRESS _____ CITY _____ STATE _____ ZIP _____

PHONE NUMBER _____

PLEASE CIRCLE OR FILL IN THE APPROPRIATE ANSWER

1. Grade level taught:

K 1 2 3 4 5 6
Other _____

2. Activity used:

KWL Chart _____ K-3 Booklet _____ 4-6 Mini book _____

3. Have you used this activity before?

Yes _____ No _____

4. Would you use it again?

Yes _____ No _____

5. Using a grading scale:

5 = excellent, 4 = good, 3 = average, 2 = poor, 1 = very poor
please rate how well the activity met the following:

_____ Helped to reinforce your student's understanding of
the video

_____ Helped to increase your student's knowledge of water

_____ Instructions easy to follow

_____ Interest to your students

6. Would you recommend this to others? Yes _____ No _____

7. How could this activity be improved? (other comments)

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Department of Water Resources

Public Affairs Office

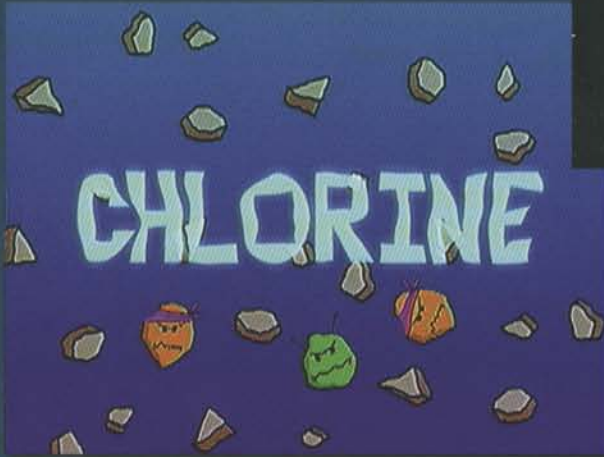
1416 Ninth St. Room 150-4

Sacramento, CA 95814

Attn: Carolyn Tucker

Learn:

- ➞ How the water cycle works
- ➞ How water is cleaned & purified
- ➞ How water is delivered to your home



3 Exciting Experiments

You Can Do that Show:

- ➞ How water is stored underground
- ➞ How heat from the sun makes the water cycle work
- ➞ How gravel & sand can help clean water

